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AUTHOR Gilman, David A.; And Others
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ABSTRACT

The purpose of this study was to determine the effects of Maintaining Teaching Effectiveness, a staff development model, upon public school educators' attitudes toward various professional and personal factors. The techniques used for the project included a collegial support network and peer coaching. A total of 24 educators participated from November 1987 to May 1988. At the beginning and again at the conclusion of the study, attitude inventories were administered to all participants. Attitude surveys were also administered to students to determine their perception of their teachers' effectiveness. The mean scores of pretests and posttests were compared to determine the projects' effectiveness. The results indicated that the teachers were improving in their performance of the objectives of the program as indicated by the gain in posttest scores as compared to pretest scores. The program appears to have been effective in improving teacher attitude, enhancing collegial support, and in increasing the students' perception of their teachers' effectiveness. Statistical data from the study are included as well as a copy of the survey questionnaire.
(Author/JD)

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ED300351

Improving Teacher Attitude and Morale Through Maintaining Teacher Effectiveness: An Indiana Staff Development Model

A Project of the Metropolitan School District of Mount Vernon, Indiana

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by

David Alan Gilman, Ph.D.

Indiana State University

and

John Emhuff and Jo Hamm

Metropolitan School District of Mount Vernon

September, 1988

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ABSTRACT

The purpose of this study was to determine the effects of Maintaining Teaching Effectiveness, a staff development model, upon public school educators' attitudes toward various professional and personal factors.

A total of 24 educators participated from November 1987 to May 1988. At the beginning and again at the conclusion of the study, attitude inventories were administered to all participants. Attitude surveys were also administered to students to determine their perception of their teachers' effectiveness. The mean scores of pretests and posttests were compared to determine the project's effectiveness.

The results indicated that the teachers were improving in their performance of the objectives of the program as indicated by the gain in posttest scores as compared to pretest scores. The program appears to have been effective in improving teacher attitude, enhancing collegial support and in increasing the students' perception of their teachers' effectiveness. All results were significant at levels that were less than .0008.

BACKGROUND OF THE PROBLEM

Professional mortality is eroding both the number and the quality of our nation's teachers. In an unprecedented fashion, the once revered teaching profession is now the target of potshots from sources as varied as the media, the U.S. Department of Education, social critics, and justifiably concerned parents. Combined with the inherent stress of the job, these factors cause approximately 50 percent of teachers to leave the profession within five years. Further, Stone (1987) reveals that among the first to leave are the most academically able.

What can be done to stop the mass exodus of the "best and brightest?" What help can be given to those who are struggling on the frontlines in our classrooms? Rodriguez and Johnstone (1986) remind us that "teaching can be a very lonely profession." As any strategist knows, a single soldier can never win the entire war. Just as the G.I. in the foxhole receives assistance, supplies, and guidance from an entire support network, so should the teacher be revitalized, encouraged and challenged by a similar system.

One of the most effective methods of providing that system seems to be through a collegial support group. Within the confines of such a group, teachers could begin to think of one another as resources (Bang-Jensen, 1986) and learn by sharing their successes and failures with one another (Westcott, 1987). Colleagues, according to Alfonson and Goldsberry (1982), have "the value of proximity, immediacy and a first-hand knowledge of the other's workspace." Who, then, could be better equipped to help teachers maintain their current levels of effectiveness and challenge them to strive for higher levels than fellow

teachers?

Unfortunately, administrators sometimes "fail to recognize the considerable knowledge and expertise in their own teaching staffs" (Westcott, 1987). As a result, many inservice programs are one-day sessions which Smith-Westberry and Job (1986) believe are viewed by teachers as "disorganized, dull and irrelevant to their needs." In addition, Rodriguez and Johnstone (1986) note that teachers resist having others "diagnosing and prescribing for them." Perhaps the worst failure of these inservice efforts is the lack of any follow-through (Van Cleaf & Reinhartz, 1984). Obviously, real growth is more probable through a program that offers "follow-up practice, coaching and peer support" (Rodriguez & Johnstone, 1986). The solution, then, would appear to be some type of collegial group.

Among the different approaches under the broad spectrum of peer collaboration, "coaching" is the one selected for this Mount Vernon study. Coaching, as defined by its originators, Joyce and Showers (Servatius & Young, 1985), is "close follow-up by a supportive advisor who helps a teacher correctly apply skills learned in training." Servatius and Young were responsible for establishing a pilot program in Santa Clara County, California, through the Educational Development Center, which offers programs to 33 local school districts. The most productive outcome of the successful first year was that "teachers who receive both training and coaching are implementing the trained skills correctly and consistently" (1985, p. 53). This contention is supported by others, including Martin Brooks (1985) who states that "peer teaming and peer observation are critical" to the implementation and success of the Cognitive Levels Matching Project in Shoreham, New York. Additionally, Van Cleaf and Reinhartz (1984) claim that the success of their

"Perceivers and Non-Perceivers" program is largely due to the members of the teams coaching one another.

Coaching is, ideally, an on-going process of teachers coaching or training one another (Showers, 1985). It provides a uniquely individualized form of instruction which provides the advantage of being both emotionally and professionally supportive (Stone, 1987). In fact, Showers (1985) says that coaching has several purposes:

1. To build a community of teachers who continuously engage in the study of their craft.

2. To develop the shared language and set of common understandings necessary for the collegial study of new knowledge and skills.

3. To provide a structure for the follow-up to training that is essential for acquiring new teaching skills and strategies.

Although the presentation of every new skill begins with an assigned, trained coach, each team member, by the latter development of a skill, is able to be both coach and student. Through the process of coaching, teachers are brought to a point of collaboration and sharing, which, according to Bang-Jensen (1986), is an "effective, efficient way to improve instruction and to encourage teacher growth." Confidence, both in themselves and in the support group, inevitably begins to have a positive effect on teachers' performances in the classroom and on their attitudes toward teaching and the educational environment.

Servatius and Young (1985) offer possible reasons for the success of coaching. The first is accountability, the fact that collegial support and commitment is in the same building, not in the central office. Second, support and companionship develop among the team members, extending beyond the learned skill. Third, specific feedback is

offered so participants are encouraged in correct skill implementation and helped with observed difficulties.

In response to a survey of inservice education, one consultant reported that his most successful results came from "continuous work with a school" (Tomlinson, 1986).

STATEMENT OF THE PROBLEM

General statement of the problem: How can the effectiveness of experienced teachers be enhanced?

Specific statement of the problem. Will the Maintaining Teaching Effectiveness program enhance, both personally and professionally, the attitudes and perceptions of the participants and their students' opinions of them?

Hypotheses: Following are the six hypotheses needed to test the effectiveness of the Maintaining Teaching Effectiveness program.

1) Maintaining Teaching Effectiveness participants will show increases in scores on an instrument which measures levels of concern.
2) Maintaining Teaching Effectiveness participants will show increases in scores in feeling tone.
3) Maintaining Teaching Effectiveness participants will show increases in scores on an instrument which measures interest.
4) Maintaining Teaching Effectiveness participants will show increases in scores on an instrument which measures success.
5) Maintaining Teaching Effectiveness participants will show increases on an instrument which measures knowledge of results.

6) Maintaining Teaching Effectiveness participants will show increases on an instrument which measures rewards.

7) Maintaining Teaching Effectiveness participants will show increases on an instrument which measures the total of sections (1-6) on the attitude measure.

8) Elementary students of Maintaining Teaching Effectiveness participants will rate their teachers' effectiveness as adequate or above.

9) Secondary students of Maintaining Teaching Effectiveness participants will rate their teachers' effectiveness as adequate or above.

METHOD

Subjects. Twenty-four (24) professional educators participated in the training program. All were employed by the Metropolitan School District of Mount Vernon. All participants were experienced teachers and most were above average in enthusiasm and desire to improve.

Treatment. All subjects attended regular sessions of the Maintaining Teaching Effectiveness program. They were instructed by a cadre of teachers who had previously completed the training.

Assessment. Subjects were tested at the beginning and the conclusion of the training. Students of the participants were similarly tested. The following affective measures were used to measure progress.

#	Measurement	Items	Type GF Instrument
1	Level of Concern	9	Likert
2	Feeling Tone	12	Likert
3	Interest	12	Likert
4	Success	15	Likert
5	Knowledge of Results	7	Likert
6	Reward	7	Likert
7	Total of (1-6)	62	Likert
8	Elementary students' perception of their teachers	25	Likert
9	Secondary students' perception of their teachers	36	Likert

Tests were machine scored. All measures have yielded reliabilities of .90 or above. Examples of each of the scales and the frequencies of responses are contained in Appendix B of this report.

Analysis. Summary results were analyzed by a one-tailed pooled t-test. The Statistics with Finesse statistical packing was used to perform the statistical calculation. Results were tested at the .05, .01, .001, and the .0001 levels.

The t-test was used to ascertain whether there was a difference between the means of the pretests and the posttests for each of the dependent variables.

Pooled t-tests were also performed on the pre- and post-inventories which measured the students' perception of their teachers' effectiveness.

If Maintaining Teacher Effectiveness is an effective staff development program, then the attitude and beliefs of participating teachers

and their students should improve significantly.

RESULTS

Complete results are contained in Appendix A of this report. A summary of the results is contained in Table I. Tables II-VIII contain the pretest and posttest scores from program participants. Tables IX and X contain the frequency of response from students whose teachers participated in the project. From the tables, it can be observed that participants achieved gains that were highly significant. Furthermore, teachers also were perceived as having improved by elementary and secondary students. All tests of statistical significance give evidence of the magnitude of the difference between the pretest and posttest gains that were demonstrated by both the teachers and their students.

It is a fair generalization that all measures demonstrated that the project attained its goals in that both teachers and students perceive that instructional tasks have improved in a manner that the project attempted to encourage. The magnitude of the statistical significance of the gains on all of the measures is from .0008 to .0001.

Table I
Summary Statistics from Questionnaire Results

Instrument	Pretest Mean	Prettest Standard Deviation	Posttest Mean	Posttest Standard Deviation	t	Significance
Educators (n = 38)						
Level of Concern	31.4	4.5	34.5	4.9	3.85	.0005
Feeling Tone	43.8	6.6	47.2	6.9	3.36	.0001
Interest	43.5	6.2	47.2	5.2	6.19	.0001
Success	51.9	7.6	56.6	6.9	5.30	.0001
Knowledge of Results	24.7	4.5	28.5	5.1	7.6	.0001
Reward	24.0	4.2	25.5	4.2	3.6	.0008
Total	215.4	29.5	238.3	28.0	6.5	.0001
Students						
Elementary (n = 31)	65.5	4.8	69.2	4.6	8.6	.0001
Secondary (n = 91)	147.7	19.3	152.1	18.5	7.9	.0001

DISCUSSION

This study sought to demonstrate the effectiveness of a project called Maintaining Teaching Effectiveness for the improvement of teacher morale and teacher and student attitudes toward teaching effectiveness. The particular techniques used for this project included a collegial support network and coaching. The results were positive. Both teachers and students had increases between all pre- and posttest measures that were highly significant.

The hope for a project such as Maintaining Teaching Effectiveness are not only the short term gains, but the long term effects. If such a project is continually practiced within the school system not only teacher effectiveness but also teacher retention will be greatly improved.

Additionally, if students perceive their teachers as effective, potentially more learning may occur and the value of the teaching profession may increase in the public eye.

To determine the possibility and validity of such gains for schools, more studies need to be conducted. Once a Maintaining Teaching Effectiveness project is implemented, it should be maintained and follow-up studies should be conducted to determine the long-term effects of this project.

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APPENDIX A

Summaries of Results of Analysis of Instruments Used in the Study

Table II

Data Analysis Results for
Level of Concern

CASE	SCORE 1	SCORE 2
1.	26	29
2.	31	42
3.	29	30
4.	34	30
5.	27	34
6.	30	39
7.	40	29
8.	33	37
9.	27	30
10.	27	31
11.	27	29
12.	42	46
13.	24	28
14.	35	38
15.	28	31
16.	29	29
17.	30	35
18.	28	29
19.	36	35
20.	30	37
21.	31	36
22.	31	34
23.	33	34
24.	29	40
25.	39	42
26.	31	35
27.	34	36
28.	37	40

ITEM	SCORE 1	SCORE 2
N	28	28
MEAN	31.36	34.46
STD DEV	4.46	4.85
DIFFERENCE IN MEANS	3.11	
T-VALUE	3.85	
SIGNIFICANCE ONE-TAILED	0.0005	

Table III

Data Analysis Results for
Feeling Tone

CASE	SCORE 1	SCORE 2
1.	46	50
2.	36	49
3.	43	39
4.	40	41
5.	48	48
6.	43	57
7.	42	41
8.	55	59
9.	36	41
10.	36	39
11.	36	40
12.	58	57
13.	42	48
14.	51	59
15.	50	54
16.	37	41
17.	40	37
18.	37	42
19.	47	50
20.	38	41
21.	47	50
22.	46	49
23.	44	47
24.	44	47
25.	47	51
26.	43	44
27.	36	40
28.	59	60

ITEM	SCORE 1	SCORE 2
N	28	28
MEAN	43.82	47.18
STD DEV	6.59	6.93
DIFFERENCE IN MEANS	3.36	
T-VALUE	4.59	
SIGNIFICANCE ONE-TAILED	0.0001	

Table IV

Data Analysis Results for Interest

CASE	SCORE 1	SCORE 2
1.	40	44
2.	38	49
3.	39	47
4.	40	44
5.	48	48
6.	43	49
7.	54	45
8.	44	48
9.	36	40
10.	36	41
11.	36	39
12.	60	60
13.	41	45
14.	47	51
15.	50	54
16.	37	42
17.	39	43
18.	40	44
19.	39	43
20.	36	40
21.	47	52
22.	46	49
23.	51	54
24.	44	49
25.	46	50
26.	41	46
27.	46	49
28.	53	57

ITEM	SCORE 1	SCORE 2
N	28	28
MEAN	43.46	47.21
STD DEV	6.22	5.20
DIFFERENCE IN MEANS	3.75	
T-VALUE	6.19	
SIGNIFICANCE ONE-TAILED	0.0001	

Table V

Data Analysis Results for Success

CASE	SCORE 1	SCORE 2
1.	46	51
2.	46	55
3.	46	58
4.	47	49
5.	57	55
6.	47	65
7.	55	46
8.	55	60
9.	45	50
10.	45	49
11.	45	51
12.	74	74
13.	53	54
14.	51	56
15.	59	64
16.	53	57
17.	44	49
18.	44	49
19.	47	51
20.	48	53
21.	53	59
22.	57	61
23.	60	64
24.	49	60
25.	49	55
26.	49	55
27.	59	65
28.	70	70

ITEM	SCORE 1	SCORE 2
N	28	28
MEAN	51.89	56.61
STD DEV	7.56	6.92
DIFFERENCE IN MEANS	4.71	
T-VALUE	5.30	
SIGNIFICANCE ONE-TAILED	0.0001	

Table VI

Data Analysis Results for
Knowledge of Results

CASE	SCORE 1	SCORE 2
1.	21	24
2.	21	21
3.	20	26
4.	21	26
5.	27	29
6	19	25
7.	20	19
8.	27	30
9.	21	24
10.	21	24
11.	21	25
12.	34	37
13.	27	41
14.	30	34
15.	31	35
16.	25	30
17.	22	26
18.	21	25
19.	23	27
20.	22	27
21.	27	31
22.	25	30
23.	29	34
24.	20	25
25.	24	25
26.	28	30
27.	29	30
28.	35	37

ITEM	SCORE 1	SCORE 2
N	28	28
MEAN	24.68	28.46
STD DEV	4.48	5.14
DIFFERENCE IN MEANS	3.79	
T-VALUE	7.58	
SIGNIFICANCE ONE-TAILED	0.0001	

Table VII

Data Analysis Results for Reward

CASE	SCORE 1	SCORE 2
1.	21	28
2.	20	22
3.	21	23
4.	22	25
5.	27	27
6.	24	27
7.	29	22
8.	24	25
9.	21	22
10.	21	22
11.	21	23
12.	30	29
13.	19	21
14.	17	19
15.	29	32
16.	19	20
17.	22	24
18.	23	25
19.	20	21
20.	27	31
21.	26	27
22.	25	27
23.	32	33
24.	24	25
25.	23	25
26.	23	24
27.	29	30
28.	34	36

ITEM	SCORE 1	SCORE 2
N	28	28
MEAN	24.04	25.54
STD DEV	4.24	4.16
DIFFERENCE IN MEANS	1.50	
T-VALUE	3.63	
SIGNIFICANCE ONE-TAILED	0.0008	

Table VIII

Data Analysis Results for Total (I-VII)
of Participants' Responses

CASE	SCORE 1	SCORE 2
1.	200	226
2.	203	238
3.	198	223
4.	202	215
5.	234	241
6.	202	262
7.	227	202
8.	238	259
9.	186	207
10.	186	206
11.	186	178
12.	298	303
13.	210	237
14.	235	257
15.	246	270
16.	196	219
17.	197	214
18.	196	214
19.	211	227
20.	201	229
21.	231	255
22.	230	250
23.	229	256
24.	175	246
25.	228	254
26.	175	234
27.	224	250
28.	288	300

ITEM	SCORE 1	SCORE 2
N	28	28
MEAN	215.43	238.29
STD DEV	29.53	28.03
DIFFERENCE IN MEANS	22.86	
T-VALUE	6.48	
SIGNIFICANCE ONE-TAILED	0.0001	

Table IX

Data Analysis Results for
Elementary Students' Perception of Their Teachers

CASE	SCORE 1	SCORE 2
1.	61	65
2.	69	72
3.	63	62
4.	75	74
5.	64	70
6.	67	69
7.	55	61
8.	58	61
9.	68	72
10.	63	70
11.	58	59
12.	57	63
13.	59	62
14.	68	72
15.	67	70
16.	65	67
17.	65	74
18.	63	71
19.	69	74
20.	71	75
21.	67	69
22.	60	66
23.	72	73
24.	68	69
25.	68	72
26.	69	72
27.	68	74
28.	71	73
29.	68	71
30.	65	69
31.	69	73

ITEM	SCORE 1	SCORE 2
N	31	31
MEAN	65.52	69.16
STD DEV	4.82	4.58
DIFFERENCE IN MEANS	3.65	
T-VALUE	8.60	
SIGNIFICANCE ONE-TAILED	0.0001	

Table X

Data Analysis Results for Secondary Students' Perception of Their Teachers

CASE	SCORE 1	SCORE 2
1.	162	166
2.	172	171
3.	163	167
4.	149	168
5.	152	160
6.	111	128
7.	147	151
8.	144	139
9.	171	172
10.	164	168
11.	152	160
12.	152	159
13.	162	161
14.	139	147
15.	134	145
16.	152	154
17.	172	171
18.	179	175
19.	159	170
20.	167	171
21.	166	172
22.	173	177
23.	143	149
24.	165	174
25.	77	87
26.	150	160
27.	148	149
28.	85	94
29.	151	156
30.	152	154
31.	168	171
32.	107	111
33.	142	146
34.	185	192
35.	130	140
36.	162	170
37.	168	171
38.	121	130
39.	142	145
40.	166	174
41.	151	156
42.	126	136
43.	160	166
44.	144	153
45.	163	168
46.	156	171
47.	161	172
48.	150	156
49.	160	164
50.	158	158
51.	151	150
52.	154	156
53.	166	168
54.	158	160
55.	142	146
56.	152	156
57.	153	160
58.	157	159

CASE	SCORE 1	SCORE 2
59.	152	155
60.	134	134
61.	134	140
62.	141	136
63.	168	164
64.	136	136
65.	158	156
66.	137	139
67.	148	152
68.	129	131
69.	158	158
70.	147	157
71.	161	163
72.	122	135
73.	162	136
74.	118	131
75.	144	147
76.	150	154
77.	146	151
78.	131	137
79.	150	155
80.	113	123
81.	126	131
82.	168	172
83.	158	164
84.	138	145
85.	141	143
86.	122	131
87.	136	141
88.	119	124
89.	160	161
90.	152	160
91.	144	154

ITEM	SCORE 1	SCORE 2
N	91	91
MEAN	147.68	152.10
STD DEV	19.26	18.48
DIFFERENCE IN MEANS	4.42	
T-VALUE	7.92	
SIGNIFICANCE ONE-TAILED	0.0001	

APPENDIX B

Instruments Used in the Study

MAINTAINING
TEACHING
EFFECTIVENESS

Name _____
Date _____
Grade _____ Class _____
Teacher _____

Student Attitude Inventory
Student Attitude Toward Instruction

DIRECTIONS: This is not a test of information. Therefore, there is no "right" answer to a question. We are interested in your opinion on each of the statements below. Your opinions will be confidential. Do not hesitate to put down exactly how you feel about each item. We are trying to get information, not compliments. Please be frank. If you don't understand a question, ask someone for help.

1. I have to be prepared for this class.

   Most of the time : Often : Sometimes : Seldom : Never

2. When I answer a question, my teacher tells me right away if my answer is correct.

   Most of the time : Often : Sometimes : Seldom : Never

3. My teacher cares about me.

   Most of the time : Often : Sometimes : Seldom : Never

4. My teacher wants me to do well in school.

   Most of the time : Often : Sometimes : Seldom : Never

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Professional School Services
David Alan Gilman, Ph.D.
1315 School of Education
Indiana State University
Terre Haute, IN 47809

5. My teacher gives me help when I need it.

Most of
the time : Often : Sometimes : Seldom : Never

6. My teacher shows me that he/she is pleased when I do well.

Most of
the time : Often : Sometimes : Seldom : Never

7. My teacher praises me when I answer questions correctly or do well on classwork.

Most of
the time : Often : Sometimes : Seldom : Never

8. My teacher respects me.

Most of
the time : Often : Sometimes : Seldom : Never

9. When I do really good work on an assignment, my teacher tells me exactly what is good about my work.

Most of
the time : Often : Sometimes : Seldom : Never

10. My teacher is interested in what I do outside of school.

Most of
the time : Often : Sometimes : Seldom : Never

11. The work we do for our class isn't too hard and it isn't too easy.

Most of
the time : Often : Sometimes : Seldom : Never

12. When I am having trouble answering a question, my teacher gives me clues to help me get the answer.

Most of the time : Often : Sometimes : Seldom : Never

13. My teacher listens to me when I talk to her/him, even when she/he is busy.

Most of the time : Often : Sometimes : Seldom : Never

14. My teacher likes me.

Most of the time : Often : Sometimes : Seldom : Never

15. If I choose to break my teacher's rules, I know what the consequences will be.

Most of the time : Often : Sometimes : Seldom : Never

16. Homework and class assignments are reasonable in length.

Most of the time : Often : Sometimes : Seldom : Never

17. I am responsible for my behavior.

Most of the time : Often : Sometimes : Seldom : Never

18. I am responsible for getting my classwork done.

Most of the time : Often : Sometimes : Seldom : Never

19. Students must be actively involved in the class. We can't just sit and listen.

Most of the time : Often : Sometimes : Seldom : Never

20. Our teacher is both firm and flexible.

Most of the time : Often : Sometimes : Seldom : Never

21. Our classroom is a nice place to be.

Most of the time : Often : Sometimes : Seldom : Never

22. Our teacher is a warm and caring person.

Most of the time : Often : Sometimes : Seldom : Never

23. There is laughter and humor in our classroom.

Most of the time : Often : Sometimes : Seldom : Never

24. Our teacher is enthusiastic about the subject(s) he/she teaches.

Most of the time : Often : Sometimes : Seldom : Never

25. Our teacher treats us like young adults.

Most of the time : Often : Sometimes : Seldom : Never

26. Our teacher pays attention to our questions and problems.

Most of the time : Often : Sometimes : Seldom : Never

27. We do a lot of different things in our classroom.

Most of the time : Often : Sometimes : Seldom : Never

28. Our teacher is fair, honest, and sincere.

Most of the time : Often : Sometimes : Seldom : Never

29. Our teacher tries new and creative things to help us learn.

Most of the time : Often : Sometimes : Seldom : Never

30. Our teacher has a purpose for each lesson.

Most of the time : Often : Sometimes : Seldom : Never

31. Our lessons are planned carefully.

Most of the time : Often : Sometimes : Seldom : Never

32. We get clear directions from the teacher.

Most of the time : Often : Sometimes : Seldom : Never

33. Our assignments are checked and returned quickly.

Most of the time : Often : Sometimes : Seldom : Never

34. Our teacher makes us like to learn.

Most of the time : Often : Sometimes : Seldom : Never

35. When we do good work, it is recognized.

Most of the time : Often : Sometimes : Seldom : Never

36. We are told what is right and what is wrong about our work.

Most of the time : Often : Sometimes : Seldom : Never

MAINTAINING
TEACHING
EFFECTIVENESS

Name:_____
School: _____
Position: _____
Subject or Grade: _____
Date: _____

Professional Educator Self-Evaluation

DIRECTIONS: Please answer these questions about how you feel the instruction in your classroom has changed during the past three months. Please draw a circle around the answer that is most appropriate. (Administrators answer the questions in terms of how they relate to participants of this program that are teaching at their school.)

1	2	3	4	5
I Never Do This	Decreased	Stayed the same	Increased	Done Regularly as needed

Level of Concern

1.	Practice activities are reasonable in length.	1 2 3 4 5
2.	Students are accountable for their behavior.	1 2 3 4 5
3.	Students are responsible for doing required work.	1 2 3 4 5
4.	Adjustments are made (up and down) according to student's anxiety levels.	1 2 3 4 5
5.	Students are active participants in the learning process rather than passive listeners.	1 2 3 4 5
6.	Negative reinforcement is used effectively.	1 2 3 4 5
7.	There are reasonable standards for the quality and quantity of work.	1 2 3 4 5

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8. The anxiety level of students who "cop out" during learning is raised. 1 2 3 4 5

9. A fine line is maintained between firmness and flexibility. 1 2 3 4 5

Feeling Tone

10. Comments are made to students about their appearance, interests, problems, and activities. 1 2 3 4 5

11. Students know that the teacher wants to help them learn. 1 2 3 4 5

12. A warm, caring manner is conveyed. 1 2 3 4 5

13. Positive reinforcement is used with individual students and with the class as a whole. 1 2 3 4 5

14. The classroom possesses a pleasant ambience. 1 2 3 4 5

15. There is laughter and a sense of humor. 1 2 3 4 5

16. Attention is paid to students' questions and problems. 1 2 3 4 5

17. A sense of enthusiasm for the subject(s) is conveyed. 1 2 3 4 5

18. Time is allowed for effective interaction as well as for academics. 1 2 3 4 5

19. Nonverbal clues are used to make students more comfortable (body language, facial expressions, etc.) 1 2 3 4 5

20. Students are treated as young adults. 1 2 3 4 5

21. Fairness, honesty, and sincerity are emphasized. 1 2 3 4 5

Interest

22. The classroom routine is varied from day to day. 1 2 3 4 5

23. Students are encouraged to share relevant experiences. 1 2 3 4 5

24. All three learning modes (visual, auditory, and kinesthetic) are incorporated into teaching. 1 2 3 4 5

25. The class period is divided into segments of different activities. 1 2 3 4 5

26. Novelty, anecdotes, creativity (even gimmicks) are used to make the lessons colorful and varied. 1 2 3 4 5

27. A variety of instructional activities are used. 1 2 3 4 5

28. Students' names are mentioned whenever possible. 1 2 3 4 5

29. Students' interests (music, cars, sports, etc.) are used as examples. 1 2 3 4 5

30. Students have a voice in what they will learn and how they will learn it. 1 2 3 4 5

31. Learning is related to students' lives and personal experiences. 1 2 3 4 5

32. A variety of visual techniques is used. 1 2 3 4 5

33. Lessons are made stimulating through anecdotes, humor, gestures, etc. 1 2 3 4 5

Success

34. Letter grades are not placed on practice papers. 1 2 3 4 5

35. Students know the objective/purpose of each lesson. 1 2 3 4 5

36. Students give active participation and feedback. 1 2 3 4 5

37. Each students' work is at the appropriate level of difficulty for him or her. 1 2 3 4 5

38. Students are provided with a clear model of how to use a particular problem or activity. 1 2 3 4 5

39. No assumptions are made about what students already know before instruction begins. 1 2 3 4 5

40. Lessons are carefully planned ahead of time. 1 2 3 4 5

41. Small segments of content are taught. 1 2 3 4 5

42. As a lesson progresses, students are checked to see if they are understanding it. 1 2 3 4 5

43. Instruction does <u>not</u> jump from one topic to another. 1 2 3 4 5

44. There is one clear objective for each lesson. 1 2 3 4 5

45. Short, regular practice sessions on basic skills and concepts are provided. 1 2 3 4 5

46. Clear directions are given. 1 2 3 4 5

47. A sense of organization, competence, and efficiency is conveyed to students. 1 2 3 4 5

48. Practice on new material is carefully monitored. 1 2 3 4 5

<u>Knowledge of Results</u>

49. Feedback to students is as specific as possible. 1 2 3 4 5

50. Written assignments are checked and returned quickly. 1 2 3 4 5

51. Students' work is commented on in specific terms. 1 2 3 4 5

52. Immediate feedback is provided whenever possible. 1 2 3 4 5

53. Students check their own papers when it is appropriate. 1 2 3 4 5

54. Students check each others' papers when it is appropriate. 1 2 3 4 5

55. In grading, more information is provided than just a letter grade. 1 2 3 4 5

Reward

56.	Verbal or written recognition is given to work that is well done.	1	2	3	4	5
57.	Students may work with partners of their own choice when it is appropriate.	1	2	3	4	5
58.	Students have free choice time when it is appropriate.	1	2	3	4	5
59.	Students who are very diligent are freed from homework assignments for a day or two.	1	2	3	4	5
60.	Extrinsic rewards are used when necessary.	1	2	3	4	5
61.	The love of learning is instilled in students.	1	2	3	4	5
62.	An organized system of reinforcement is utilized.	1	2	3	4	5

In the space below, please indicate how you feel that your teaching and classroom management skills have changed as a result of being involved in the Maintaining Teaching Effectiveness Program.

MAINTAINING
TEACHING
EFFECTIVENESS

Name _____
Date _____
Teacher _____
School _____

ABOUT MY TEACHER

DIRECTIONS: During the next few minutes, you are going to answer questions about your teacher. If the answer to a question is no, draw an X through the word **No**. If the answer to a question is sometimes, draw an X through the word **Sometimes**. If the answer to a question is yes, draw an X through the word **Yes**.

1.	When I answer a question, my teacher me if my answer is right or wrong.	No	Sometimes	Yes
2.	My teacher likes me.	No	Sometimes	Yes
3.	My teacher wants me to do a good job at school.	No	Sometimes	Yes
4.	My teacher gives me help when I need it.	No	Sometimes	Yes
5.	My teacher cares about me.	No	Sometimes	Yes
6.	My teacher tells me why she/he likes things I do in class.	No	Sometimes	Yes
7.	My teacher talks to me about my pets, family, and trips I've taken.	No	Sometimes	Yes
8.	When I need help, my teacher gives it to me.	No	Sometimes	Yes
9.	My teacher listens when I talk.	No	Sometimes	Yes

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10. My teacher makes class very interesting.	No	Sometimes	Yes
11. The work we do for our class isn't too hard and it isn't too easy.	No	Sometimes	Yes
12. My teacher has a sense of humor.	No	Sometimes	Yes
13. My teacher likes to teach.	No	Sometimes	Yes
14. My teacher is fair and honest.	No	Sometimes	Yes
15. We do many different kinds of things in our class.	No	Sometimes	Yes
16. In our class, we can't just sit and listen. We do lots of things.	No	Sometimes	Yes
17. My teacher makes sure that I am understanding the lesson.	No	Sometimes	Yes
18. My homework is checked and returned to me quickly.	No	Sometimes	Yes
19. Sometimes we check each others' papers.	No	Sometimes	Yes
20. My teacher knows what she wants us to do.	No	Sometimes	Yes
21. My teacher is always prepared for our class.	No	Sometimes	Yes
22. We do many different things in our class.	No	Sometimes	Yes
23. Students in our class often talk to the teacher.	No	Sometimes	Yes
24. My teacher treats me like a young adult.	No	Sometimes	Yes
25. Our classroom is a nice place to be.	No	Sometimes	Yes

MAINTAINING
TEACHING
EFFECTIVENESS

Name _____
Date _____
Grade _____ Class _____
Teacher _____

Student Attitude Inventory
Student Attitude Toward Instruction

DIRECTIONS: This is not a test of information. Therefore, there is no "right" answer to a question. We are interested in your opinion on each of the statements below. Your opinions will be confidential. Do not hesitate to put down exactly how you feel about each item. We are trying to get information, not compliments. Please be frank. If you don't understand a question, ask someone for help.

1. I have to be prepared for this class.

   Most of the time : Often : Sometimes : Seldom : Never

2. When I answer a question, my teacher tells me right away if my answer is correct.

   Most of the time : Often : Sometimes : Seldom : Never

3. My teacher cares about me.

   Most of the time : Often : Sometimes : Seldom : Never

4. My teacher wants me to do well in school.

   Most of the time : Often : Sometimes : Seldom : Never

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5. My teacher gives me help when I need it.

Most of the time : Often : Sometimes : Seldom : Never

6. My teacher shows me that he/she is pleased when I do well.

Most of the time : Often : Sometimes : Seldom : Never

7. My teacher praises me when I answer questions correctly or do well on classwork.

Most of the time : Often : Sometimes : Seldom : Never

8. My teacher respects me.

Most of the time : Often : Sometimes : Seldom : Never

9. When I do really good work on an assignment, my teacher tells me exactly what is good about my work.

Most of the time : Often : Sometimes : Seldom : Never

10. My teacher is interested in what I do outside of school.

Most of the time : Often : Sometimes : Seldom : Never

11. The work we do for our class isn't too hard and it isn't too easy.

Most of the time : Often : Sometimes : Seldom : Never

12. When I am having trouble answering a question, my teacher gives me clues to help me get the answer.

Most of the time : Often : Sometimes : Seldom : Never

13. My teacher listens to me when I talk to her/him, even when she/he is busy.

Most of the time : Often : Sometimes : Seldom : Never

14. My teacher likes me.

Most of the time : Often : Sometimes : Seldom : Never

15. If I choose to break my teacher's rules, I know what the consequences will be.

Most of the time : Often : Sometimes : Seldom : Never

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